

## Theoretical and Methodological Foundations of Training Future Physical Education Teachers for Professional and Ethical Activities

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**Abstract:** *The article is devoted to the study of the concept of "deontological preparation", one of the main concepts of pedagogical deontology. Pedagogical deontology studies the teacher as an educator. The main focus is on improving the professional skills and qualifications of teachers. The concept of "deontological preparation" serves as an indicator of the teacher's professional obligations, value orientations and knowledge of pedagogical ethics. The author considers and analyzes various approaches to studying the professional preparation of teachers.*

**Keywords:** *professional training, physical education teacher, deontological activity, secondary schools, deontology.*

**Introduction.** The socio-historical context influences global education systems, and the activities of teachers shape the requirements for their professional qualities. Modern social, economic and political relations, national traditions are changing existing education systems. Many education systems in the world are undergoing reform and modernization. Modern educational policy requires new approaches to the training of pedagogical personnel. The term "deontological training" is allocated in pedagogical deontology to designate a set of important professional qualities necessary for a new generation of teachers.

If we touch on the concept of "deontological preparation" in pedagogy, today in the modern conditions of social changes, a person is not a passive object of environmental influence, but an active participant. The effectiveness of the educational process depends not only on the external conditions of education - the teacher's skills, rational design of the curriculum, textbooks, educational and methodological materials, teaching methods, tools, but also on his internal state, self-organization and psychological environment. For the effective implementation of the deontological training of a physical education teacher, it is necessary to develop a concept of the fundamental theoretical, methodological and moral-ideological training of teachers that meets modern requirements.

A concept is understood as a set of ideas, the author's views on ways to solve a scientific problem, which emphasizes the value foundations of the knowledge obtained and the scope of its application in socio-cultural practice.

Special attention should be paid to the principles of the concept

Instructions for developing a strategy for pedagogical activity, the general meaning of the educational project, the purpose of its implementation, the results of a comprehensive analysis of the problem situation and the forecast of the possibilities of its solution in educational practice. be concentrated.

Taking into account the existing definitions of concepts proposed in a number of studies and the structural and substantive content of the pedagogical concept, we have developed the concept of deontological training of a future physical education teacher. It represents a systematic description of the author's views on the deontological training of a teacher and includes the value-semantic, structural-organizational and procedural-activity aspects of the process of forming a teacher's deontological culture.

The hierarchical place of the concept in the theory and methodology of vocational education is determined by the interrelation of the following theoretical levels: vocational education and deontology - special (physical education) education and deontology. In the theory and methodology of physical education - the concept of deontological training of a physical education teacher.

The concept consists of the following sections: general rules, conceptual apparatus, methodological foundations, content of training.

The "General Rules" section reflects the need of society for scientific substantiation of the concept (social order, expressed in programmatic and regulatory documents; system of requirements for the content and quality of deontological training of a future physical education teacher, substantiation of standards), professional behavior, continuity and multi-stageness of the process of training pedagogical personnel, taking into account the interests and needs of the subjects of educational activity.

A special place in this section is given to setting the goal.

The purpose of the concept is to theoretically, methodologically and technologically substantiate the process of deontological training of a future physical education teacher in the system of continuous education.

The leading idea is to organize the deontological training of a future physical education teacher, to form his deontological culture and to ensure his readiness for effective professional activity in educational institutions. This process is based on the renewal of the value foundations of professional activity with students with disabilities using adaptive physical education tools and the systematic integration of interdisciplinary areas of health work.

The section "Conceptual-categorical apparatus" contains a thesaurus of terms consisting of groups of concepts and ideas from deontological theory and practice adapted to the theory and methodology of physical education.

The section "Methodological foundations" is the core of the concept and is a set of methodological approaches, factors, conditions, principles, laws and trends for the development of the process of deontological training of a future physical education teacher, determined on the basis of which theoretical and methodological foundations and analysis of existing experience.

The main methodological approaches in the study were identified as axiological, acmeological, dialectical, culturological, systemic-activity and competence-based approaches.

The use of the rules of axiological, culturological and dialectical approaches made it possible to identify the pattern of socio-cultural conditionality of the deontological training of a physical education teacher and to determine the content and specificity of the use of socio-cultural principles: democratization, humanization, integration and innovative orientation of vocational education.

Analysis of the possibilities of a systemic-active approach made it possible to identify promising ways of building a teacher's deontological training as a pedagogical system with a structural structure, specific features, components and integrative relationships. This made it possible to identify the laws of organizing the process of forming a teacher's deontological training and the general principles of a multi-stage organization of the deontological training system: the principles of continuity, consistency and professional orientation.

Compliance with the rules of the acmeological approach made it possible to study the acmeological orientation of deontological training and suggest ways to develop the personality of a future teacher as a subject of professionalization. The effectiveness and principles of the individual-creative direction of deontological education are determined by the positions of competency-based, person-oriented

approaches: principles of development, professional competence, activity, pedagogical optimism and effectiveness, prospects for the application of norms.

Factors influencing the effectiveness of organizing the process of deontological training of a physical education teacher: personally significant, motivational and valuable, organizational-technological factors and control-normative factors are identified.

The organizational and pedagogical conditions that determine the deontological preparation of a future physical education teacher are: external (integrated development of pedagogical education and its humanization, the presence of a social order of consumers of educational services, the formation of socio-cultural ideas about students, professional skills of a physical education teacher, the presence of modern education in the field of adapted physical culture) and internal (the teacher's worldview and professional values, personal needs for professional development, self-development and self-realization, professional qualities, professional competence).

The section "Content of Deontological Training" explains the features of the content of the academic disciplines and the semantic content of the main and variable part of the teacher's professional training, which is built taking into account the relationships in the implementation of the content of training and education.

The special course "Deontological Training of Physical Education Teachers" performs the function of consolidating the knowledge gained within the framework of the formed competencies.

Thus, the essence and structure of the organization of the deontological training of the future physical education teacher and the approaches to the development of a pedagogical support system, including diagnostic tools for assessing its effectiveness, are the basis for developing a model and technology for developing the professional skills of a physical education teacher. This significantly improves the qualitative characteristics of the professional training of a physical education teacher in general and transfers the educational process to the design path.

It is worth noting that compliance with the basic provisions of the developed concept, taking into account the factors and conditions identified by teachers and students, and the implementation of the proposed content of the program will allow for the successful implementation of the deontological training of a future physical education teacher. Also, the concept of building the process of deontological training of a future physical education teacher can be used in the design of modern didactic tools and technologies in the system of professional training, retraining and advanced training of physical education teachers. In conclusion, the preparation of future physical education teachers for deontological practice involves the formation of a solid moral foundation that guides their professional behavior. Teachers can contribute not only to the physical well-being of students, but also to their moral and ethical development, emphasizing such principles as respect, honesty, safety, justice and continuous improvement. The introduction of these deontological principles ensures that physical education becomes a transformative experience, creating responsible and ethical individuals who make a positive contribution to society.

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